

**STRATEGIES OF CREATING CLASSROOM INTERACTION IN ENGLISH
LANGUAGE TEACHING AT STATE ISLAMIC JUNIOR HIGH SCHOOL
(MTsN 1 GONDANGLEGI MALANG)**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



by :
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201710560211008

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
July 2019**

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Proposed by:

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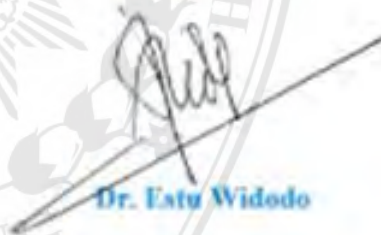
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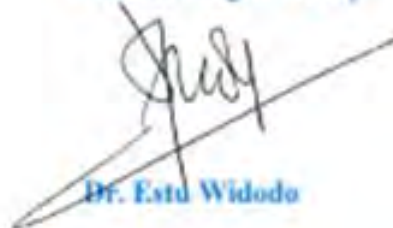


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On Thursday, 25 July 2019 and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

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LETTER OF STATEMENT

I, the undersigned :

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Hereby, declare that :

The thesis entitled : **STRATEGIES OF CREATING CLASSROOM**

INTERACTION IN ENGLISH LANGUAGE TEACHING
AT STATE ISLAMIC JUNIOR HIGH SCHOOL (MTsN 1
GONDANGLEGI MALANG)

1. is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
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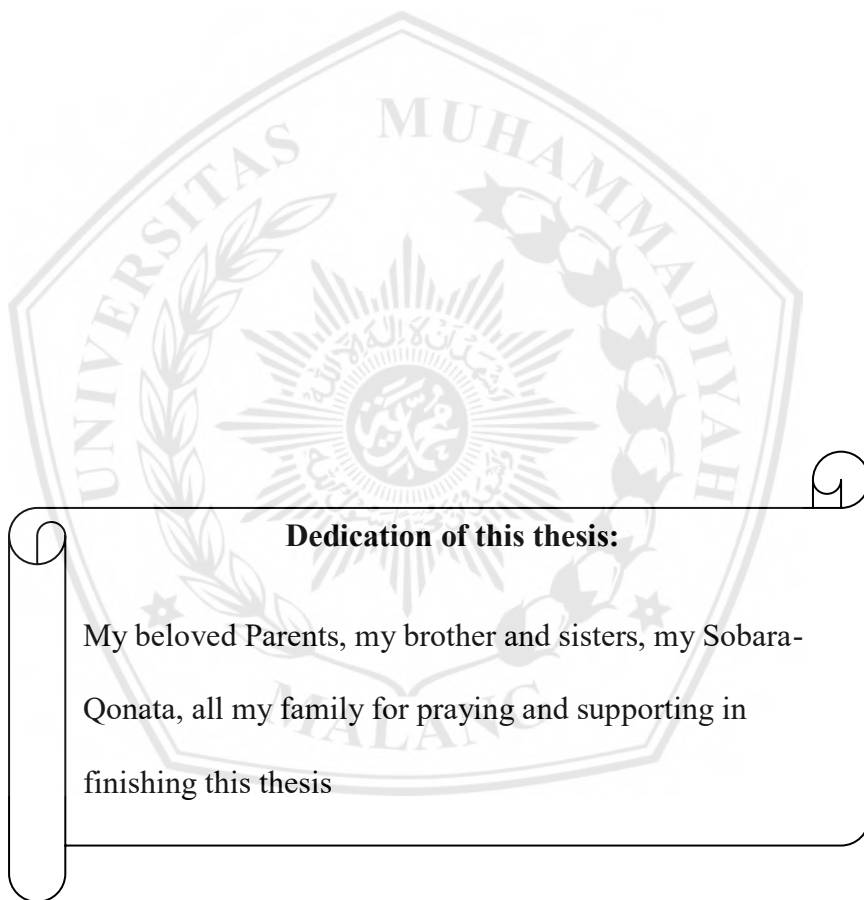


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MOTTO AND DEDICATION

MOTTO

“GREAT SPIRITUAL, EXCELLENT INTELLECTUAL”



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Bismillahirrahmanirrahim...Alhamdulillahirabbil'alamin...All praises be to Allah Subhanawata'ala for giving all of the mercies and blessings. Sholawat and Salam may always be presented to Prophet Muhammad Shallallahu'alaihiwasallam for guiding from the darkness into lightness; holistic spiritual and intellectual.

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Malang, July 2019

The researcher

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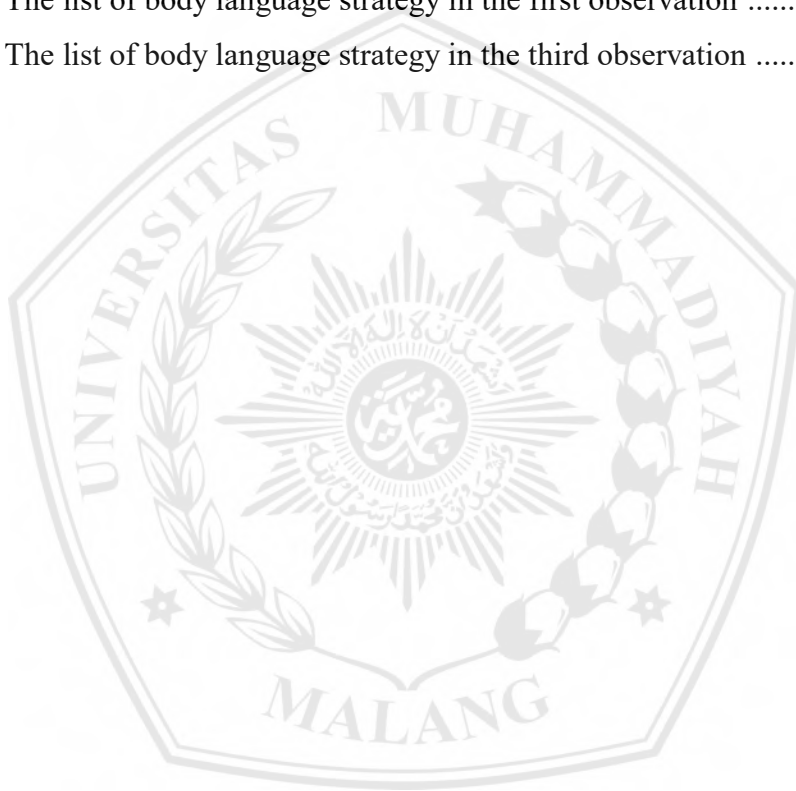
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(MTs N 1 GONDANGLEGI MALANG)**

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ABSTRACT

The present study investigated the teacher's strategies of creating classroom interaction and the students' responses at Bilingual Class of State Islamic Junior High School in which the subjects were a teacher and the students consisting of 25 students. In regard with the data collection methods, observation, interview, document analysis and focus group interview (FGI) were conveyed. Both observation and interview were applied to gain data related with the teacher's strategies then they were verified by the teacher's documentation (lesson plan), And the observation and FGI were utilized to gain the students' responses.

The data of the teacher's strategies were gained through observation of five teaching session then supported by the interview results and verified by the teacher's document (lesson plan). And the data of students' responses were gained through the observation then verified by the focus group interview results involving four students. The findings discovered the teacher's strategies such as using asking question, using utterances modification, using cooperative learning, using body language, selecting appropriate topics and using repairing students' error. Through these strategies, the students were active in producing language. Hence, they had a motivation, interest, and confidence to produce language during the teaching learning process. In the case, English teachers are expected to utilize these strategies in their teaching activities so that the students have more chances to express their ideas, feelings and thoughts using English.

Keywords: strategy, classroom interaction, teacher talk, student talk, students' responses

STRATEGI MENCIPTAKAN INTERAKSI KELAS DALAM PENGAJARAN BAHASA INGGRIS DI MADRASAH TSANAWIYAH NEGERI (MTs N 1 GONDANGLEGI MALANG)

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ABSTRAK

Penelitian ini menyelidiki strategi guru dalam menciptakan interaksi kelas dan respons siswa di Kelas Bilingual Madrasah Tsanawiyah Negeri 1 Gondanglegi Malang yang melibatkan seorang Guru dan siswa dengan jumlah 25 siswa. Berkenaan dengan metode pengumpulan data, observasi, wawancara, analisis dokumen dan fokus wawancara kelompok (*Focus Group Interview*) digunakan sebagai instrument pengumpulan data. Baik observasi dan wawancara diterapkan untuk mendapatkan data terkait dengan strategi guru kemudian diverifikasi oleh dokumentasi guru (RPP), dan observasi dan FGI digunakan untuk mendapatkan tanggapan siswa. Data mengenai strategi Guru diperoleh melalui observasi lima kali sesi pengajaran kemudian data tersebut didukung dengan hasil interview dengan Guru dan kemudian diverifikasi dengan document Guru yang berupa rencana pelaksanaan pembelajaran (RPP). Sedangkan data mengenai respon siswa diperoleh dari observasi dan kemudian diverifikasi dengan hasil fokus wawancara kelompok (*Focus Group Interview*) yang melibatkan empat orang siswa. Temuan ini mengungkapkan strategi guru dalam menciptakan interaksi kelas seperti mengajukan pertanyaan, modifikasi ucapan, pembelajaran kooperatif, menggunakan bahasa tubuh, memilih topik yang sesuai dan memperbaiki kesalahan siswa dalam mengungkapkan bahasa Inggris. Dan melalui strategi ini, para siswa aktif dalam mengungkapkan bahasa Inggris dalam kegiatan belajar mengajar di kelas. Karenanya, mereka memiliki motivasi, minat, dan kepercayaan diri untuk mengungkapkan bahasa Inggris mereka selama proses belajar. Dalam hal ini, guru bahasa Inggris diharapkan untuk menggunakan strategi ini dalam kegiatan mengajar mereka sehingga siswa memiliki lebih banyak kesempatan untuk mengekspresikan ide, perasaan dan pemikiran mereka menggunakan bahasa Inggris.

Kata kunci: strategi, interaksi kelas, pembicaraan guru, pembicaraan siswa, tanggapan siswa

INTRODUCTION

Background of the Study

In English foreign language context such as in Indonesia since English is not produced in daily activity, the students who are learning English do not apply the language in their home and they only use the language in the classroom activity. Hence, the teacher should create an atmosphere for the students to produce language, and classroom interaction is the primary role of it Chairani *at all.*, (2016). Classroom interaction is an urgent part in the teaching learning process of English as a foreign language. It is supported by (Hall and Walsh 2002; Xiaolin Jia, 2013; Sundari 2017) that classroom interaction is a particular concept which should be conveyed in learning activity because through classroom interaction the teacher and the students may create communicative output. Moreover, through interaction between teacher and students, the concept of basic language would be constructed, besides the pedagogical purpose may also be constructed (Hall and Walsh, 2002). And the teacher as a key holder of classroom interaction plays prominent roles to manage the classroom participation and stimulate students' language production (Sundari, 2017).

Classroom interaction involved teacher and students' talk. Teacher talk is one of the important and major roles in the classroom to enhance the students' target language (Liu and Zhu 2012; Setiawati, 2012; Pujiastuti, 2013). And students' talk also may promote the students' language skill in communicative output by allowing them to interact with their teacher or peers (Jiwandono and Rukmini, 2015). It is supported by Papaja (2011) underscores that interaction between teacher and students or the students with their peers would build and shape practical language in communicative output for individual progress. Both teacher talk and student talk take primary frame in the context of foreign language. Therefore, it is very crucial for making students' language turning better (Suryati, 2015). So, the teacher should give the students more opportunities to initiate topics for interaction with others (Isnaini and Rohmah, 2017).

Yet, a number of studies have already pointed the essential of effective classroom interaction strategies to enhance the students' language skill. It is

underscored by (Kramsch, 1986; Rivers, 1987; Mackey, 1998) that the teachers should create classroom interaction atmosphere where the students may have opportunities to express ideas, feeling, and generate their understanding.

In the case, although classroom interaction in language should be increased, yet the students of lower secondary school in English teaching learning process are still passive. It is revealed by (Lewis, 1997; Milal, 2011; Putri, 2014; Sukarni & Ulfah, 2015; Chairani, 2016) that the students were passive to produce language and the teacher dominated classroom interaction. Therefore, the teacher should have various strategies to help the students producing language and being active in classroom interaction.

A number of studies have been already conducted related to the present study both of overseas and Indonesian studies. In Saudi Arabia, Al-Ghamdi and Al-Bargi (2017) investigated the teacher's interaction strategies on EFL students' contribution, they involved nine teachers and representative students involved in the study, the result of video and recording was the primary data. The finding underlined that the students' verbal discourse might expanded with the teachers' extended strategies. Furthermore, the last report was that teacher still dominated in the classroom. Hence, the teacher should create classroom interaction atmosphere to help the students being active in classroom interaction.

In Indonesian context, Rido *et al* (2013) investigated classroom interaction strategies of EFL master teacher in Indonesian at secondary vocational school. They collected the data through observing 180 minutes of two teaching activity sessions of grade 10 and 11. They revealed that the teachers' strategies were control of interaction or interaction management, elicitation or questioning, speech modification or feedback, and repairing or error treatment strategies. Thus, they underscored that the study contributed to better teaching practice particularly in Indonesian vocational school context. Another research conducted by Suryati (2015) investigated strategies of classroom interaction applied at Junior High Schools. She involved 18 teachers. Then, she analyzed the data through Self Evaluation of Teacher Talk (SETT). The findings revealed display questions, teacher's echo, initiation response feedback (IRF) patterns, and extended teacher's turn, and the students' extended turns were not large. Then, she highlighted the essential of adopting a

number of classroom interaction strategies which poses the students' communicative competence.

Both of overseas and Indonesian studies, mostly the researchers conducted the research related to classroom interaction in the level of university, lower secondary school, and secondary vocational school. Yet, as in State Islamic Junior High School, it is still needed to conduct a research related to classroom interaction. In this case, the researcher intends to conduct the research at Bilingual Class of State Islamic Junior High School (MTsN 1) Gondanglegi south Malang. It is selected based on two aspects such as this school applies Cambridge Curriculum for Bilingual class and the teachers' experiences in teaching English. Consequently, the researcher will get effective data of the research. At the present study, the researcher intends to focus on teacher's strategies of creating classroom interaction in EFL teaching and the students' responses. The research questions are formulated such as [a] what strategies are applied in creating classroom interaction in English language teaching? [b] what are the students' responses toward the strategies applied?. Yet, it is to find the teacher's strategies and the students' responses. And the present study is expected having much advantage whether theoretically and practically. As theoretically, it is expected to be useful language literature. And as practically, it is expected to give rigid information for the EFL teachers in their teaching activities, while for the next researchers, it is expected to be references to conduct their research related to this topic.

REVIEW OF RELATED LITERATURE

Classroom interaction

Classroom interaction is communicative process occurring between more than two people. Khadidja (2009) supports that interaction is communicative process involving minimally two people that share some ideas, and feeling. Isnaini and Rohmah (2017) confirm that in classroom interaction both verbal interaction and non-verbal interaction are included. Simply, classroom interaction occurs between active and passive skill. For the more, the teacher should build and create English atmosphere in the classroom.

Participants in Classroom Interaction

Classroom interaction must involve between teacher as a model and students as participant. Simply, classroom interaction is a process of two ways occur in the classroom (Dagarin, 2005).

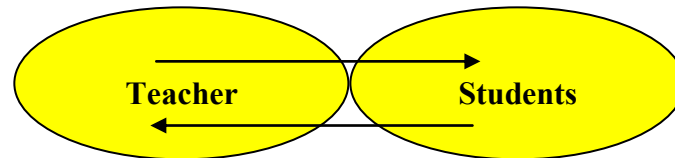


Figure 2.1 A process of Classroom Interaction

Classroom interaction might occur between teacher to student, teacher to a group of students, student to student or students to students (Dagarin, 2005). The pattern can be seen in the following figure.

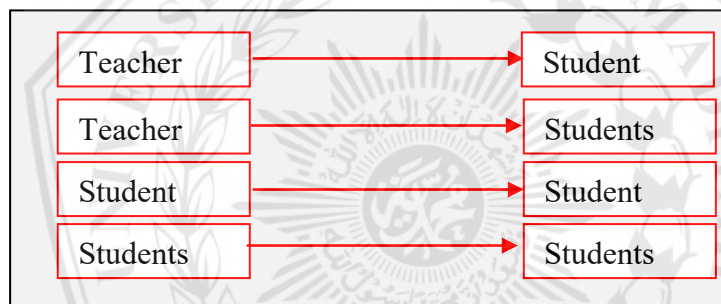


Figure 2.2 Participants in Classroom Interaction

Kinds of Classroom Interaction

Khadidja, (2009) asserted that mainly two kinds of classroom interaction are included. They are teacher-student interaction and student-student interaction.

Teacher-Student Interaction

This kind of interaction involves between teacher to one student or many students (Khadidja, 2009). For this case, Scrivener (2005) clarified the pattern of interaction between teacher and students in the following figure.

| Key | |
|-----|--------------------------------|
| T | Teacher |
| St | Students |
| → | Teacher interacts with student |
| ← | Students interact with teacher |

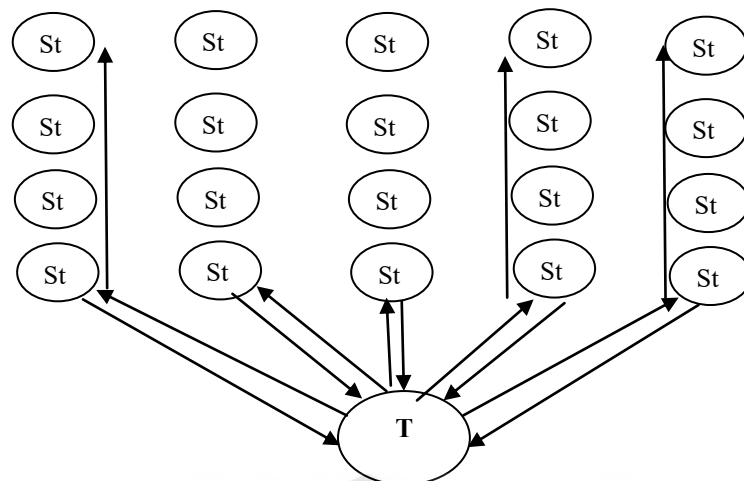
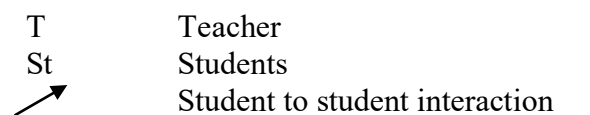


Figure 2.3 Interaction between teacher and student

For this description, Harmer (2009) stated that the teacher should consider three points when he interact with their students. The first point, the teacher should consider the level of the students' competence in language. The second point, the teacher should think firstly before giving utterances to the students because the teacher's speech becomes an input knowledge for them. While the last, the teacher should consider the ways in which the students will be active at communicative output.

Student-Student Interaction

Language input probably is gained through interaction between students. It is in line with Johnson (1995) that if interaction between student to student occurs and it is structured and managed well it will be a crucial and important aspect of cognitive progression, educational achievements of the students. The interaction among the students is described by Scrivener (2005).



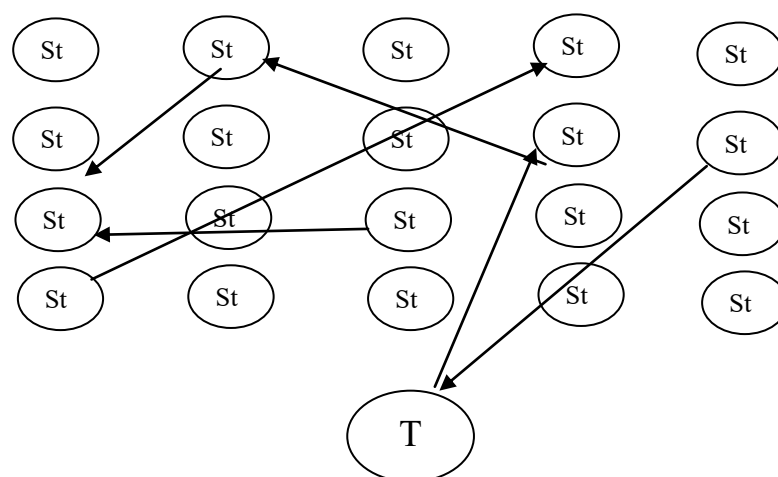


Figure 2.4 Interaction among the students

Teacher and Students Talk

In the process of classroom activities, teacher has crucial position as the resource of language input. Teacher talk is very necessary role to increase the students' communicative language Setiawati (2012); Nurpahmi (2017). Besides, student talk in classroom activities is very crucial part also related to language development Khadidja, (2009). In this case, students talk takes an important role to improve their language because language is habit formation (Freeman, 2011).

Strategies of Creating Classroom Interaction in EFL teaching

A number of strategies of creating classroom interaction can be applied by teacher to help the students producing language Dagarin, (2005); Kalantari, (2009).

Using Asking question

Questioning is an important role to create a classroom interaction because it will bring much benefit for students' language competence Kurnia, (2012); Lee and Kinzie, (2012); Toni and Parse, (2013); Xiaolin Jia, (2013). Moreover, Ma (2008) states that "Questioning plays an important role in teacher talk which is considered to have a potential effect on learners' comprehension". It is constructed to know the students' understanding whether they have understood or not with what they have been taught (Ma, 2008); Pistarman, 2015; Wahyudi, 2017) Yet, this strategy is very appropriate for the students such as in lower secondary school. Therefore, it is especially appropriate for beginners (Dagarin, 2005). The kinds of questioning techniques can be seen in the following table.

Table 2.1

Adapted from Fahrurrazi (2011) Kinds of Questioning techniques

| Question | Description | Example |
|-----------------|--|---|
| Display | The teacher knows the answer. | What color is your pen? |
| Referential | The teacher does not know the answer. | What is your favorite food? |
| Convergent | A question that only has one correct answer. | What is the capital city of Indonesia? |
| Divergent | A question that has a number of correct answers. | What is your opinion about this book? |
| Lower-level | A question that refers to a lower-level thinking. | What is the main idea of the second paragraph? |
| Higher- level | A question that refers to a higher-level thinking. | How are these books and those different or alike? |

Using Utterances Modification

Kalantari (2009) stated that utterances modification might help the students to keep going on interaction without any interrupting it and give a way to the miscommunication troubles without applying their first language. So, the students might interact and produce language without any feeling being afraid of doing mistake during trying to have interaction in language in the classroom activities.

Using Cooperative learning

Cooperative learning is one the urgent parts to give the students more opportunities producing language in the classroom (Kalantari, 2009). As cited by Zheng and Zhou (2014) in Jiang (2006) that a successful application of classroom activities depends extendedly on the students cooperation. From the first and third observation, it is found that the teacher constructed cooperative learning strategy to make the students working in pair, discussing and presenting the task given among their peers. It was done to make the students interacting and producing language among them.

Using body language

Using body language may be defined as all communication which is included nonverbal aspects. It is argued by Murat (2008) that body language could be defined as nonverbal system of communication. Using body language is one of important parts in language teaching Azeez and Azeez, (2018) Furthermore, trough using body

language the students might gain a lot of information with what the teachers convey Dagarin, (2005); Yang, (2016).

Selecting appropriate topics

Selecting appropriate topic is an essential role in teaching English classroom in which it will help the students' interaction. Dagarin (2005) argues that through choosing an appropriate topic teachers may stimulate students' interaction.

The students' responses of Classroom interaction strategies in EFL teaching

In short, Zheng and Zhou (2014) mentions three kind of the students' responses in the teaching learning process; getting motivation, interest and confidence to produce language. Unchjana, (2002) as cited by Fatonah, (2017) stated that these responses are categorized as affective and behavior aspect in which they are categorized as positive or desired responses Borich, (1996); Fatmawati, (2007). A motivation is an inner emotion that relates to a particular action Brown (2001) in Zheng and Zhou (2014). And a teacher should guide the students to have learning motivation Hu and Chen, (2017). The students with their high and low motivation depend on the teachers' strategies toward the effective classroom interaction Zheng and Zhou (2014). And the students' enthusiasm in learning activity is represented by the quality of motivation Joshi, Gokhale and Acharya, (2012) Consequently, the teacher should have various effective strategies to create classroom interaction atmosphere so that the students will be active to produce language in the classroom activities. Yet, interest goes to ones' thought or feels to something or somebody Zheng and Zhou (2014). Brown (2001) as cited by Zheng and Zhou (2014) stated that the students have positive and negative attitude. For this case, the teacher should more pay attention and give an attractive way in the classroom activities so the students will adjust positive attitude during the teaching learning process. Furthermore, Zheng and Zhou (2014) defines a confidence as a judgment of individual expressed in an action. In line with this concern, the teachers have very strong position how to deliver the students to have confidence. Hence, the English teacher should present attractive ways to encourage the students to have high confidence in producing language in the classroom activities.

RESEARCH METHOD

Research Design

The present study took qualitative research, and basic qualitative is employed. This approach is appropriate to answer the questions of this study since it is to understand social phenomenon, and particular points of participants involved (Ary *et al.*, 2010). Besides, Ary *et al.*, (2010) clarifies a number of key points of qualitative research. [a] concerning for context and meaning [b] occurring settings naturally [c] concerning human as instrument [d] contributing insights into existing or emerging concepts that may help to explain human social behavior. [e] using inductive analysis.

Based on the features of qualitative research, this approach is appropriate to answer the questions of this study since it is to understand social phenomenon. Thus, the researcher intends to apply basic qualitative study since it is related to phenomenon, process or particular points of participants involved (Ary *et al.*, 2010) Here, the researcher focuses on investigating teacher's strategies of creating classroom interaction and the students' responses.

Setting and Research Subjects

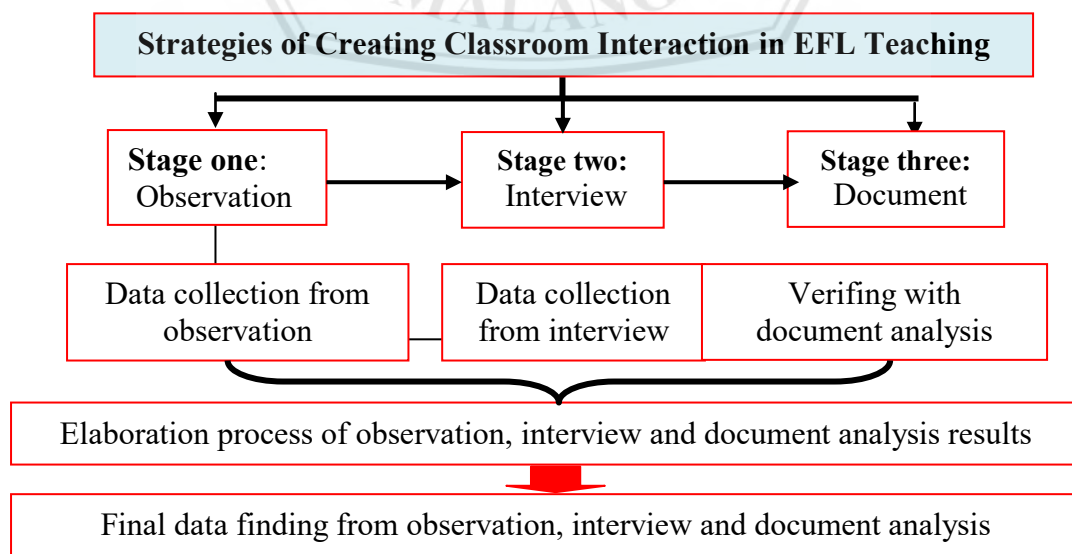
The subjects in this study were an English teacher and the students at Bilingual Class of MTsN 1 Gondanglegi Malang. It was selected because this for Bilingual class utilizes Cambridge Curriculum, and the teacher has a bunch of experiences in teaching English.

A purposeful sampling approach in this study was employed. Creswell (2012) states that in qualitative research the terminology of purposive sampling in qualitative research is purposeful sampling. Thus, the subjects were involved based on some criteria; the teacher has a bunch of experience in teaching English, has already taught English subject minimally five years, and has already got certification of standard professional teacher. Hence, the students involved in this study are they were recommended by the teacher such as having a good characteristic or affective to involve in focus group interview (FGI), consequently the researcher gained valid data dealing with the strategies and the students' responses.

Method and Procedure of Data Collection

Creswell (2012) mentions a number of data collection methods such as observations, interviews, questionnaires, documents, and audiovisual materials. In this study, observation, interview, document analysis and focus group interview (FGI) were conveyed. Observation is the most basic method for obtaining data in qualitative research, while interview is a part of important method to gain data in qualitative research which is used to get participants' opinion related to the situation. In another hand, documents refer to a wide range of written or text-based artifacts Ary (2010). And FGI is a process used to collect data through interview with a group of participants consisting of four to six people (Creswell, 2012).

The observation was conducted till the researcher gained data saturation in which the researcher found the similar data over and over or the researcher did not get a new emerging categories from the participants that indicates to show the ending of data collection (Kumar, 2011; Bryman, 2015; Carlsen and Glenton, 2014). Concerning with the data collections procedures, an iterative technique was utilized in which the process is to visit and revisit data and connect them with emerging themes (Srivastava, 2009). It means, observation was conducted in the first stage to find the teacher's strategies and then verified by interview activities and document analysis. In regard to the students' responses, observation was also conducted in the first section and verified by focus group interview. The data collection procedure is presented below.



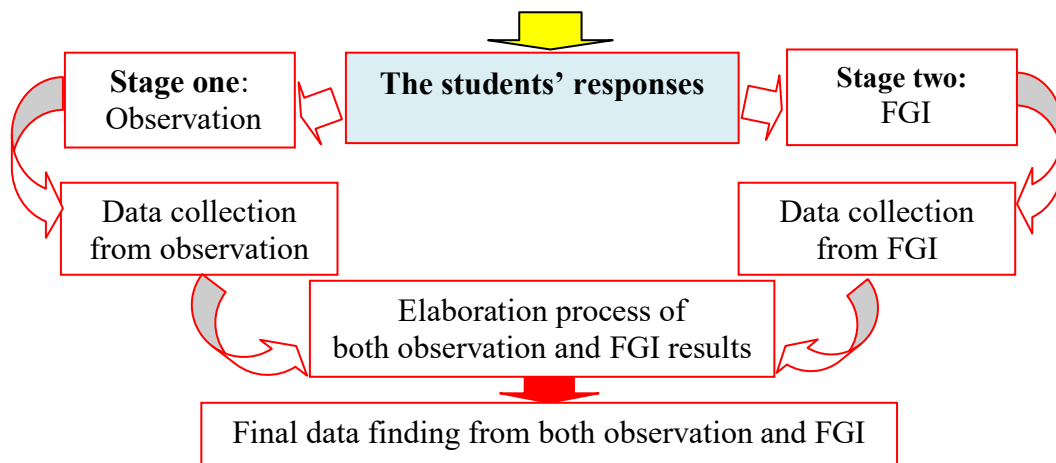


Figure 3.1 The flowchart of data collection

Data Analysis

Data analysis of qualitative research refers to the kind of analyzing data which is very important to gain the result from the investigation. Yet, data analysis in this study was done through iterative technique. To analyze the data, the researcher used data analysis in some procedures; familiarizing and organizing, coding and reducing, and interpreting and representing (Ary *et al.*, 2010).

Trustworthiness

To avoid subjectivity and bias, two kinds of trustworthiness were employed. in this study; [1] credibility, [2] confirmability. The credibility can be done through two or more tools of data collections such as interviews, observations, and relevant documents (Ary *et al.*, 2010). In this study, observation and interview were constructed, while confirmability is one of tool to show the neutrality degree related to the finding of the study. In this study, *audit trail* was utilized such as video record and record of interview and FGI to clarify and verify the data neutrality from the subjects (Ary *et al.*, 2010).

RESEARCH FINDINGS

Strategies of Creating Classroom Interaction in EFL Teaching

The English learners in Indonesia especially students of junior high schools are passive to produce language although when they have English class. It is caused that the students do not use it in their daily activities. They only have chances to apply their English only in the classroom activity, and classroom interaction is the primary path for the students to produce language. Consequently, the teacher should have a number of strategies in helping the students produce language in the teaching learning process. During the observation activities, the teacher applied a number of strategies to help the students produce language; using asking question, using utterances modification, using cooperative learning, using body language and selecting appropriate topics. The findings of the present study are categorized in the theories of Dagarin, (2005); Kalantari, (2009). The findings are clarified as follow.

Using Asking Question

One of the strategies applied to create classroom interaction was asking question strategy. It was gained from the observation activity and strengthened by the interview result from the teacher. This strategy such as display, referential, convergent, divergent, and lower and -level question was applied to get the students' participation and involvement in producing language so that the students could be active in classroom interaction. This strategy was found whether in the first, second, and the third observations in which it is clarified below.

Table 4.1

The list of asking question strategy in the first observation

| No | Utterances | Line |
|----|--|------|
| 1 | Have you ever seen like this one? | 23 |
| 2 | Where do find this kind of this notice? | 26 |
| 3 | So what is the purpose of the notice? | 29 |
| 4 | Who do you think makes this kind of this notice? | 52 |
| 5 | Why do you think the manager write this kind of this notice? | 55 |
| 6 | Who do you think write this kind of caution? | 123 |
| 7 | Why does the manager, the government write this kind of caution? | 148 |
| 8 | So, what will people do after reading this kind of text? | 150 |

The first observation conducted on Thursday, 28/3/2019 with the discussion about **notice** and **warning** showed that the teacher applied asking question strategy.

This strategy was applied whether get the students' attention, participation or to check their understanding related to the topic discussion. Here the teacher gave numerous questioning types such as Yes/No question or double W questions. It means the teacher constructed easy and difficult answers related the topics. This strategy also emerged in the second observation conducted Monday, 1/4/2019, although it was not much as well as in the first observation because in the activity the teacher got the students presenting in pair the task given in the previous meeting.

Table 4.2

The list of asking question strategy in the second observation

| No | Utterances | Line |
|----|---|------|
| 1 | What we have learned in our last meeting? | 190 |
| 2 | And then what are their purposes? | 196 |
| 3 | Where do find this kind of notice? | 214 |
| 4 | What do you say "tujuan" in English? | 218 |

In this occasion, the teacher gave a question to review the previous meeting. In this case, the teacher used display question to check their understanding or check the students' vocabulary mastery. And this strategy emerged again in the third observation conducted on Thursday, 4/4/2019 under discussion about **announcement** showed that the teacher also applied asking questions strategy.

Table 4.3

The list of asking question strategy in the third observation

| No | Utterances | Line |
|----|---|------|
| 1 | What is the announcement about? | 226 |
| 2 | Who is the announcement for? | 238 |
| 3 | So what is the purpose of little pumpkin manager write this kind of announcement? | 244 |
| 4 | Who write this kind of announcement? | 250 |
| 5 | What will the customer get if they buy in that shop in clearance? | 254 |
| 6 | So, what is the purpose of the announcement? | 267 |
| 7 | What will public do after reading the announcement? | 277 |
| 8 | OK... Who do you think write this kind of this announcement? | 281 |

In this activity, the teacher also applied this strategy whether to clarify the students' understanding and invite them to think then express their language through a number of questions. In this case, the teacher gave chances for the students to think

more and then give their ideas and thoughts. Additionally, the results of the observation were also strengthened by interview results with the teacher as below.

I applied a question to make the students active, because questioning is really benefit to develop interest, motivation, involving in teaching learning process, developing critical thinking skills, review learning and stimulate students to get the knowledge on their own. (Appendix 2, line 28-34/Monday,11/4/2019).

Based on the data, asking question strategy was applied whether to check the students' understanding of the material being discussed or to stimulate the students' participation and involvement in producing language. Yet, the students became active, interested, and involved well in the teaching learning process. Consequently, the teacher might create classroom interaction effectively and the students had chances to express idea, feeling, and produce language so that they could improve their language competence.

Using Utterances Modification

The following strategy applied by the teacher in creating classroom interaction was utterances modification. This strategy emerged whether in the first, second, and the third observations when the teacher tried to explain the lesson or to check the students understanding or schemata knowledge about the discussed topics. The teacher applied this strategy in order that the students could produce their language without any being afraid of being wrong or invite the students to produce language freely without a grammatical aspect and the main goal of the teacher's intention was the students would express their English in the classroom activity. Then, the teacher repeated the utterances with the right utterances. Consequently, the students would produce language and they would be active in classroom activities. The data can be seen below.

Table 4.4

The list of utterances modification strategy in the first observation

| No | Utterances | Line |
|-----------|--|-------------|
| 1 | To want, to want the people | 34 |
| 2 | To want the people, to want the people, Enter... to want the people to enter | 37 |
| 3 | To enter to enter, "except" to enter | 44 |
| 4 | Not to enter | 50 |

| | | |
|---|--|-----|
| 5 | It is dangerous. It can be dangerous. | 68 |
| 6 | To want the people | 110 |
| 7 | To inform the people that there is...there is... | 176 |

The first observation with the topic discussion about **notice** and **warning** revealed that the teacher utilized utterances modification strategy. The excerpt data of observation results were only explained in general because the purpose of utterances modification strategy is to restructure or give correction so that the students could convey their ideas using language.

In this activity, the teacher applied utterances modification to restructure or give correction to the students' utterances so that the students could give their ideas using language. This strategy was also found in the second observation although it was not much as in the first observation because in the second observation the teacher gave the students chance to present the task given in the previous meeting. The data can be presented below.

Table 4.5

The list of utterances modification strategy in the second observation

| No | Utterances | Line |
|----|-------------------------------------|------|
| 1 | It can be to inform ...And then.... | 201 |
| 2 | To.... | 210 |
| 3 | OK. Canteen.....or | 216 |
| 4 | Pur....pose... Once again... | 220 |

From the data, it can be inferred that the teacher applied utterances modification strategy to make the students express their language easily and invite them convey their ideas using language. The third observation with the topic discussion about Announcement also showed that the teacher applied utterances modification. The data are presented below.

Table 4.6

The list of utterances modification strategy in the third observation

| No | Utterances | Line |
|----|--|------|
| 1 | It is kind of discount aaa | 232 |
| 2 | All people or the ...() | 240 |
| 3 | To inform..... to the customer that .. | 246 |
| 4 | There is a..... | 248 |
| 5 | OK. the manager of | 252 |
| 6 | OK the people who use the .. | 275 |
| 7 | OK avoid those mention roads. | 279 |

In this activity, the teacher this strategy to make the students easily express their language. So, the students became active in giving their ideas using language. The data of observation results are also strengthened by the result of interview as below.

Yes, I like to apply modification strategy to avoid students „boredom and adjust to the class need. So the learning can run well (Appendix 2,Q4, line 37-39/ Monday, 11/4/2019)

From the data, it can be inferred that the teacher applied modification utterances strategy to involve the students during the learning process, and invite the students' participation in the classroom interaction. Hence, this strategy gave benefit whether for the students and the students during the teaching learning process.

Using Cooperative Learning

The next strategy applied to create classroom interaction was cooperative learning. It was done to facilitate the students produce language among their peers. The data can be seen below.



Figure 4.1 The students' activity of cooperative learning

In this activity, the students were given a task in group and they were asked to present it in front of the class. In this activity, one student asked a question based on the topic discussion and another answered the question. Then, it changed to give a question and answer. Yet, in this activity, all of the students got chances to present the task. Hence, the students had chances to express their English

competence among their peers. So, classroom interaction could be constructed through this activity. This data were supported by interview result as below.

Yes. I mostly apply group discussion because this strategy requires students to work together as a team not only to learn the material but help each other to gain the goal of teaching learning. (Appendix 2, Q5, Line 42-45/ Monday, 11/4/2019)

Based on the data, it could be inferred that the teacher also applied cooperative learning strategy in creating classroom interaction so that the students could be active in producing language and they had chances to practice their English competence with their peers.

Using Body Language

Another strategy applied by the teacher to create classroom interaction was using body language. This strategy emerged in specific instruction when the teacher explained, asked a question or lectured the students. This strategy was found in the first and the third observations, but the second observation did not show this strategy. This strategy was applied to make the students more understand with what the teacher meant and said. The data are presented below.

Table 4.7

The list of body language strategy in the first observation

| No | Utterances | Line |
|----|--|------|
| 1 | OK.To remind, Rendra, to have (coding with action eating) | 18 |
| 2 | To enter (coding with hand) | 48 |
| 3 | why do you think, the manager (she up her hands) | 59 |
| 4 | Use the glasses (touching eyes with coding glasses) Any kind of glasses? | 121 |
| 5 | Especially ...with the.....(holding a head) | 152 |

In this case, the teacher used body language during the teaching learning process to make the students more easily understand the teacher's instruction or inform the word that the teacher cannot tell them directly. The representative data of using body language may be seen in the following figure.



Figure 4.2 The Use of Body Language Strategy

Table 4.8

The list of body language strategy in the third observation

| No | Utterances | Line |
|----|---|------|
| 1 | Sale in a easy e.. sorry... in an a cheap price. What do you call it? (shaking her hand showing “obral”) | 234 |

In the third observation, the teacher also applied body language strategy to make the students more understand what the teacher meant and said or when the teacher tried to introduce the word that cannot be informed directly. Yet, the data of observation were also elaborated with the result of interview as below.

Yes. My students often tell that English is not an easy subject to learn. So sometimes I use body language to translate any words in English that I can’t tell them directly. (Appendix 2, Q6, Line 48-55/ Monday, 11/4/2019)

From the data during the observation it can be inferred that to construct classroom interaction the teacher applied body language strategy to make the students more understand with what the teacher expressed or to tell how to say the words in English language. In short, body language strategy was used in specific instruction such as the teacher intended to give the students more understanding with the teacher’s instruction and explanation.

Selecting Appropriate Topics

The last strategy utilized by the teacher was selecting appropriate topics. This strategy was applied to stimulate students’ interest, and joyful. Moreover, the young students mostly like and prefer talking what they like. Furthermore, the

students might express their language related with the topics they prefer. The example of selecting topic can be seen below.



Figure 4.3 The example of selecting Appropriate Topic

In this case, the teacher explained for example about notice, she presented the topic in which it was easily to understand and they recognized it well. The result of the observations was strengthened by the result of interview with teacher as below.

Yes. I selected the interesting topics based their age and interest, so that they enjoy my class and they are active to produce language easier to express their language. (Appendix 2, Q7, Line 56-59/ Monday, 11/4/2019)

Based on the data, it can inferred that the teacher also applied selecting an appropriate topic strategy in the teaching process in order that the students are interested in the learning consequently they are easier to express their language and they could produce language. So classroom interaction could be constructed easily.

Using Repairing Students' Error

Using repairing students' error refers to correcting the students' language error. It was applied to correct the students' answer with change, ask the students to find another answer related to the teacher's questions Rido *.,at all* (2013). During the observation, the teacher applied this strategy to help the students keep going on giving their ideas. After repairing the errors, the teacher asked to repeat the answer or give another answer. This strategy commonly occurred when the students were wrong in pronunciation or grammar rules.

The Students' responses toward the strategies during the learning process

The students' responses during the lessons can be categorized in to three kinds; motivation, interest and confidence. The students responses are gained through observation during the learning activities and verified by FGI conducted on Monday the eleventh of April 2019. It involved four students with some criteria such as teacher's information, the students' affective achievement.

Getting motivation

The data of the students' responses were gained from observation and the results of interview regarding the students' response toward the strategies indicated that the students got a motivation to produce language through the strategies applied by the teacher. The data can be seen in the following figure.



Figure 4.4 The students' response in the teaching learning process

From the data, it can be inferred that the students got a motivation in the teaching learning process. It was indicated by the students' enthusiastic to answer a question. The data above were one of the example the students responses in the classroom activities. The data above were also supported by the result of interview that indicated the students' responses toward the strategies in which they might be seen in the following data.

I am motivated to speak English, interested because it is exciting, confidence and enjoy, joyful and cheerful. If I am asked by the teacher, it would be good to be happy. If the teacher asks, I am happy, interested, motivated, because I also like English language, I am happy if I am asked a question because it challenges what is in my mind. I am happy because I really like English it is to develop language but also I am not confidence because I am afraid being wrong. (Appendix 3, Q2, line 12-23; S Z/D/N/T)

Based on the data, through the strategy applied by the teacher it can be understood that the students got a motivation to express their idea, feeling and knowledge using English in the learning activities so that the students would be active in the classroom interaction.

Getting interest

The second responses of the students were getting interest during the teaching learning process or they had enthusiastic in joining the classroom activities. The data were indicated to show that the students got a good attitude or interest in the teaching activities. The data can be seen as below.



Figure 4.5 The students' enthusiastic in the teaching learning process

The data above revealed the students' interest in joining the teaching learning process in which they intended to ask any problem the face during the learning process. The data were also supported by the result of focus group interview that indicated the students' responses.

I am happy because I take English class and I love to enjoy the activity of teaching learning process. I am interested because I like English and I want be able to speak English. I am interested because I want to add my knowledge about English and the teacher must want to know whether the student is active or passive. I am interested because I also want to justify my vocabulary (Appendix 3, Q4, line 35-44; S Z/D/N/T)

Based on the data, it can be inferred that the students got a good attitude in joining the classroom activities. The students were very enthusiast during the learning activities.

Getting confidence

The results of observation during the research and focus group interview activity regarding the students' response toward the strategies indicated that the

students were more confidence to produce language through the strategies applied by the teacher. The data can be found in the following figure.



Figure 4.6 The students' responses showing their confidences

The data above were the example of the students' responses during the teaching learning process that showed the students' confidence to express their language. It was indicated by the students' bravery to come forward and explain the topic discussed. The data are also strengthened by the result of FGI as below.

I feel confidence to speak English when the teacher asks a question because I can apply my English. I am more confident a question from my teacher than I am asked to presentation, or explain something. I feel confidence to speak English if the teacher gives a question because if I am confidence I will get easier to answer the question. (Appendix 3, Q4, line 35-44; S Z/D/N/T)

Based on the data both observation and FGI results, it can be inferred that the students had numerous responses toward the teacher's strategies; such as getting motivation, interest in the learning process and confidence to produce language through expressing their idea using language English.

DISCUSSION

In regard with the teacher's strategies, the teacher utilized a number of strategies in order to involve the students in classroom interaction such as using asking question, using utterances modification, using cooperative learning, using body language, selecting appropriate topics discussion using repairing students'

error. This is in line with Rido *at all.*, (2013) that the teachers should apply classroom interaction strategies to get the students' participation in producing language in the learning activities. Suryati (2015) highlighted the essential of classroom interaction strategies in order that the students produce language and increase their language competences.

The findings of this research revealed the combination between Dargarin and Kalantari's theories. It means that to help the students produce language in EFL teaching, the strategies proposed by the experts should be applied in the same time during the teaching and learning process. Additionally, the strategies proposed by Dargarin are not much effective if it is not combined with Kalantari's theories. And Kalantari's theory is not much effective if it is not combined with Dargarin's theories. Hence, both strategies of the experts should be applied in the teaching process. Beyond the strategies proposed by two experts here, another strategy was found namely repairing the students' error. Related to the findings, using asking question strategy was dominantly applied in creating classroom interaction. It is in line with Kalantari, (2009) that using asking question is the most influential strategy in creating classroom interaction. Through this strategy, the students of foreign language can be given a step to continue an interaction with the teacher (Aliponga, 2003). Besides, using asking question gives a much benefit for the students because they can think and then express their ideas Kurnia, (2012); Lee and Kinzie, (2012); Toni and Parse, (2013); Xiaolin Jia, (2013). Hence, the teacher should consider this strategy in the teaching learning process.

Using asking question was utilized whether to get the students' participation in learning process producing language through expressing their ideas or schemata knowledge regarding the topics discussion. The following dominant strategy was using utterances modification. It was applied in order that the teacher avoids the students' boredom. Then, using body language was the third dominant applied to create classroom interaction in the teaching learning activity. It was utilized in order to help the students understand the difficult words, and more understood with what the teacher explained. The next strategy was using cooperative learning. It was done to make the class more effective and the students had chances to interact with their peers using their language. And the last strategy was selecting appropriate topics in

which it was applied to make the learning activities more joyful and interest so that the students can express their language regarding with the topics. And the last strategy beyond of these strategies proposed by the expert was repairing students' error.

The findings of the present research distinguish from previous studies as Al-Ghamdi and Al-Bargi (2017) which revealed that the students' verbal discourse might be expanded with the teachers' extended strategies and the teacher still dominated in the classroom. Meanwhile, Rido, *at all.*, (2013) revealed that the teachers' strategies were control of interaction or interaction management, elicitation or questioning, speech modification or feedback, and repairing or error treatment. Additionally, Suryati (2015) presented that the findings display questions, teacher's echo, initiation response feedback (IRF) patterns, and extended teacher's turn, and the students' extended turns were not large. Then, she highlighted the essential of adopting a number of classroom interaction strategies which poses the students' communicative competence. Yet, the research findings of the present study show that the teacher applied a number of strategies in creating classroom interaction; using asking question, using utterances modification, using cooperative learning, using body language and selecting appropriate topics, and repairing students' error which were intended to help the students produce language through expressing their ideas, feeling and thoughts. And the students' responses toward the strategies applied by the teacher in creating classroom interaction were such as getting motivation, interest, and confidence during teaching learning process. In general, the students responses findings toward the strategies were in line with Zheng and Zhou (2014). These responses are categorized as positive or desired responses Borich, (1996); Fatmawati, (2007).

CONCLUSION

The findings revealed that the teacher applied a number of classroom interaction strategies namely using asking question, using utterances modification, using cooperative learning, using body language, selecting appropriate topics discussion and using repairing students' error. And through these strategies the

students were active producing language in the classroom activities through giving ideas, feeling and knowledge. The strategies were included in Dagarin's, (2005) and Kalantari's, (2009). In another Hand, beyond these strategies, repairing students' error was applied during the teaching process. And among these strategies using asking question was dominantly applied to invite the students produce their language. Additionally, the students' responses toward the strategies during the teaching and learning process were that they got motivation to express language, were interested in the teaching learning process and they felt confidence to express their English. Therefore, the students participated well in the classroom activities.

SUGGESTIONS

Dealing with the findings of the present study, a number of suggestions are given by the researcher. Firstly, it is suggested that the teacher should prepare a number of question techniques before teaching learning process to check the students' understanding, and to invite the students' participation in the classroom activities so that the students have much chances to produce language.

Secondly, it is suggested to the students that they should be more active in producing language or expressing their ideas using language. And the students should be more active in responding their teacher using language so that the students can increase in improve their language skill.

Thirdly, it suggested to the further researchers to conduct a research in line with this study with broader scope, subjects and settings, wider concept of classroom interaction such the teacher's believe of the strategies and affects of the strategies on the students' language competences and wider research method such as mix-method so they provide more information and findings related to strategies of classroom interaction.

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